

## SEA 217-Dyslexia

### **2024-2025 Shoals Elementary Characteristics of Dyslexia data:**

Approx. 123 -- students were administered the universal screener

**24** students were determined to have characteristics of dyslexia - deficits in phonemic awareness, alphabetic principle, accuracy, phonics, reading fluency, vocabulary, & comprehension.

**At Risk – 7 students \*including students with IEPs**

**Some Risk – 17 students \*including students with IEPs**

Students received the following interventions:

Orton Gillingham based interventions

Heggerty Phonemic Awareness activities

Progress Monitoring for student growth and RtI data:

NWEA, iReady, and Exact Path

Informal observations & anecdotal notes

According to Senate Enrolled Act 217: Beginning the 2019-2020 school year ALL kindergarten through second grade students will be given an Indiana Department of Education approved Universal Screener to assess for characteristics of dyslexia. The universal screener **does not identify dyslexia, only the areas of weakness** in phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

For additional guidance, see the Indiana Department of Education for [Parent Resources](#)

Shoals Elementary will be using the following state approved assessments:

Universal Screener: NWEA MAP Reading Fluency Universal Screener

If a student is identified as "at risk" specific interventions will begin or continue based on student's academic needs. The Level 1 screener will be given to identify more specific weaknesses than determined during the universal screener.

Level 1 Screener: MPS (M. A. Rooney Foundation Phonics Screener) Level 1 Dyslexia Screener Reading Foundations for Younger Learners (K-1) and MPS (M. A. Rooney Foundation Phonics Screener) Level 1 Phonics Screener (2-12). Dyslexia Screener Parents will be notified for consent regarding students determined to be "at-risk" after completing the universal screener. Students will receive interventions/explicit-direct instruction to address the areas of weakness identified in the Level 1 assessment. Documentation of these interventions will be shared with the student's teacher and/or the MTSS (Multi-Tiered System of Support) team to track the student's progress.

Level 2 Screener(s) is given if the MTSS team feels it is necessary or if the team feels the child needs to have a formal education evaluation. It is conducted by the school psychologist. Parents will be notified for consent before the Level 1 or Level 2 screener(s) are administered. Specific interventions will continue throughout the screening process to establish student's progress in areas of weakness. Level 2 data will be shared with student's teacher and parents.

#### Indiana's Definition of Dyslexia:

"In 2015 the Indiana General Assembly passed House Enrolled Act (HEA) 1108. This law put in place an official definition for dyslexia in Indiana. This definition is based on the International Dyslexia Association's definition of dyslexia. When referring to dyslexia, the Indiana Department of Education (IDOE) uses the language from HEA 1108.

House Enrolled Act 1108 defines dyslexia as: A specific learning disability that: (1) is neurological in origin and characterized by: difficulties with accurate or fluent word recognition and poor spelling and decoding abilities; (2) typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction; (3) may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge; and (4) may require the provision of special education services after an eligibility determination is made in accordance with Article 7."

For more information regarding SEA 217, please visit the Indiana Department of Education Dyslexia web page:

<https://www.in.gov/doe/students/indiana-academic-standards/literacy/dyslexia/>